



Hughes Academy

122 DeOyley Avenue
Greenville, SC 29605

Grades	6-8 Middle School	
Enrollment	827 Students	
Principal	Dr. Patrick J. Mark	864-355-6200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

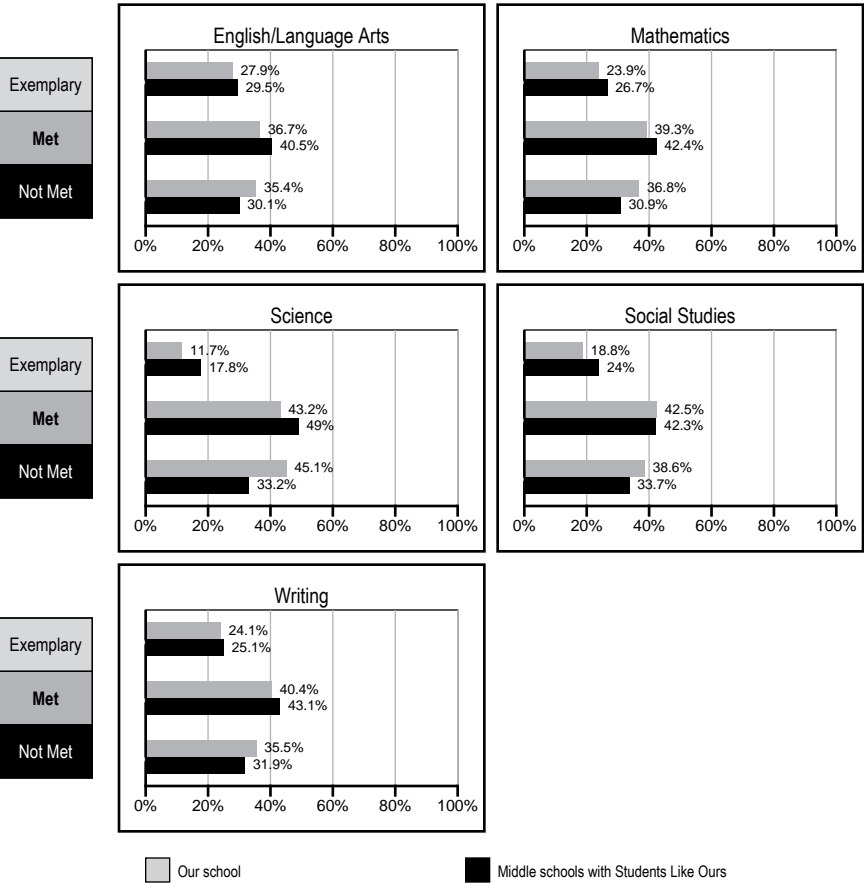
96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	47	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.3%	96.5%
English 1	97.9%	94.2%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	97.5%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=827)				
Students enrolled in high school credit courses (grades 7 & 8)	26.8%	Up from 22.3%	22.1%	21.6%
Retention rate	1.1%	Down from 2.3%	1.3%	1.2%
Attendance rate	96.5%	No Change	95.9%	95.9%
Eligible for gifted and talented	20.5%	Down from 21.2%	16.4%	14.8%
With disabilities other than speech	12.3%	Down from 13.9%	14.2%	12.6%
Older than usual for grade	1.3%	Down from 1.8%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.8%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	60.0%	Up from 54.5%	56.2%	56.9%
Continuing contract teachers	80.0%	Up from 72.7%	76.6%	72.7%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	3.9%	5.3%
Teachers returning from previous year	81.9%	Down from 84.4%	85.2%	82.9%
Teacher attendance rate	94.5%	Down from 96.0%	95.5%	95.2%
Average teacher salary*	\$46,085	Up 7.1%	\$46,644	\$46,599
Professional development days/teacher	10.4 days	Up from 8.7 days	11.2 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 22.7 to 1	21.1 to 1	20.1 to 1
Prime instructional time	90.8%	Down from 91.5%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.2%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$7,603	Up 32.9%	\$7,387	\$7,645
Percent of expenditures for instruction**	66.9%	Down from 67.5%	63.2%	63.4%
Percent of expenditures for teacher salaries**	50.6%	Down from 59.4%	58.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of Hughes Academy of Science and Technology is to create independent thinkers for the future in an ever changing society. Our developmentally appropriate, school-wide curriculum is fully aligned to state and national standards. Faculty and support staff members are dedicated to concentrating on best practices and strategies that improve the educational profile and academic standing of our school.

This year, we focused on making improvements to increase the academic expectations and opportunities for each student. Hughes Academy has added instructional coaches in science, mathematics, and English. The instructional coaches assisted subject area teachers in lesson plans and making the curriculum more rigorous and challenging for the students. The instructional coaches also worked with groups of students who had scored below basic on PACT.

Education/ business partnerships are designed to prepare our students to compete in a global economy. We also provided a supportive school environment that prompted student learning. Faculty and staff improved communication between homes, the school, and the community.

Students continue to be challenged academically. This year Hughes Academy provided a Spanish immersion class and synergistic science labs on all grade levels. This ensured that Hughes Academy is on the cutting-edge of innovative science curriculum. Hughes Academy will continue to use MAP testing to assist teachers designing lesson plans, which raised academic success of the students. In addition, students were given the opportunities to participate in other extracurricular activities that develop the total student.

The Parent Teachers Student Association (PTSA) at Hughes Academy continues to initiate and support numerous opportunities for student and parent involvement on our campus. The School Improvement Council (SIC) is a valuable resource in evaluating growth areas viable to the health of our school. Business partners continue to assist the school financially and provide tutors, speakers, and other resources.

The educational climate at Hughes Academy continues to improve. The teachers continue in their efforts to become more effective classroom instructors by seeking advanced degrees with the goal of all teachers achieving highly qualified status. With the support of business partners, parents, teachers, and the community as a whole, our goal of making Hughes Academy the outstanding science and technology school in the southeast can be achieved. We look forward to a successful 2009-2010 school year.

Dr. Patrick J. Mark, Principal
Martha Bowen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	236	48
Percent satisfied with learning environment	83.0%	58.9%	70.2%
Percent satisfied with social and physical environment	87.2%	60.1%	55.3%
Percent satisfied with school-home relations	89.6%	78.5%	66.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	820	99.3	36.8	37.4	25.8	72	84	82.8	Yes	Yes
Gender										
Male	473	99.6	40.7	34.2	25.1	68.9	80.8	79.3	N/A	N/A
Female	347	98.9	31.5	41.7	26.9	76.2	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	264	98.9	17.7	39.5	42.7	86.3	89.5	89.5	Yes	Yes
African American	462	99.4	49.1	36.2	14.7	62.2	72.7	73.7	Yes	Yes
Asian/Pacific Islander	19	100	5.3	21.1	73.7	94.7	93	92.3	I/S	I/S
Hispanic	72	100	38.8	41.8	19.4	74.6	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	105	99.1	89.8	7.1	3.1	16.3	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	61	100	35.6	40.7	23.7	76.3	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	474	99.4	47.7	36.5	15.8	62.6	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	820	99.3	39.2	41.4	19.5	70.6	80.9	78.9	Yes	Yes
Gender										
Male	473	99.6	39.4	38.7	21.9	70.2	79.6	77	N/A	N/A
Female	347	98.9	38.9	45.1	16	71	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	264	98.9	17.3	47.2	35.5	86.7	87	87.2	Yes	Yes
African American	462	99.4	52.8	38.5	8.8	61.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	19	100	N/AV	N/AV	N/AV	100	94.3	93	I/S	I/S
Hispanic	72	100	44.8	41.8	13.4	62.7	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	105	99.1	N/AV	N/AV	N/AV	20.4	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	61	100	44.1	37.3	18.6	64.4	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	474	99.4	51.6	38.3	10.1	59.4	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	537	100	45.1	43.2	11.7	54.9	71.3	67.5
Gender								
Male	307	100	43.8	41.4	14.8	56.2	70.8	67
Female	230	100	46.8	45.5	7.7	53.2	71.8	68
Racial/Ethnic Group								
White	167	100	24.7	51.3	24.1	75.3	79.5	79.5
African American	313	100	57.3	37.3	5.3	42.7	53	50.3
Asian/Pacific Islander	11	100	27.3	45.5	27.3	72.7	86.9	84.3
Hispanic	45	100	40.5	52.4	7.1	59.5	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	65	100	N/AV	N/AV	N/AV	18	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	38	100	43.2	48.6	8.1	56.8	60.4	59.6
Socio-Economic Status								
Subsided meals	315	100	54.6	38.6	6.8	45.4	57.5	55.1

Social Studies								
All Students	540	99.8	38.6	42.5	18.8	61.4	75.7	72.3
Gender								
Male	308	100	37.7	36.6	25.7	62.3	75.1	71.5
Female	232	99.6	39.9	50.5	9.6	60.1	76.3	73.2
Racial/Ethnic Group								
White	178	100	23.5	43.5	32.9	76.5	81.7	80.7
African American	298	99.7	51.3	39.4	9.3	48.7	61.5	60
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	88	88.5
Hispanic	50	100	29.8	59.6	10.6	70.2	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	71	100	86.6	11.9	1.5	13.4	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	41	100	27.5	57.5	15	72.5	69	67.9
Socio-Economic Status								
Subsided meals	314	99.7	51.9	39.1	9	48.1	63.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	823	98.4	34.8	40.9	24.4	65.2	72.9	70.2	96.5	96.5
Gender										
Male	479	99	39.1	37.1	23.8	60.9	66.4	63.2	96.4	96.4
Female	344	97.7	28.8	46	25.2	71.2	79.7	77.5	96.6	96.5
Racial/Ethnic Group										
White	265	98.9	16.4	46	37.6	83.6	80.5	79.1	96.5	96.3
African American	463	98.1	47.1	37.8	15.1	52.9	57.1	57.6	96.3	96.5
Asian/Pacific Islander	21	100	10.5	10.5	78.9	89.5	87.3	86.2	98.2	97.6
Hispanic	71	98.6	31.3	49.3	19.4	68.7	61.3	62.6	97.5	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	102	97.1	N/AV	N/AV	N/AV	12.6	28.4	26.1	93.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	63	98.4	30.6	41.9	27.4	69.4	60.5	61.2	97.8	97.2
Socio-Economic Status										
Subsidized meals	475	97.9	45	40.2	14.8	55	58.8	58.9	95.9	95.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	291	99	34.7	38	27.4	65.3
	7	264	100	35.1	40.6	24.3	64.9
	8	265	98.9	41.1	33.3	25.6	58.9
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	291	99	43.8	35.8	20.4	56.2
	7	264	100	31.1	49.8	19.1	68.9
	8	265	98.9	42.3	39	18.7	57.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	100	57.6	38.8	3.6	42.4
	7	264	100	34.3	48.6	17.1	65.7
	8	128	100	53.3	36.9	9.8	46.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	143	100	27.4	60.7	11.9	72.6
	7	264	100	47.4	33.5	19.1	52.6
	8	133	99.3	33.1	41.1	25.8	66.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	293	98.6	36.2	36.2	27.5	63.8
	7	264	98.5	30.8	45.6	23.6	69.2
	8	266	98.1	37.2	41.2	21.6	62.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample